



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 10111159
SAU: Bangor School Department
School: Mary Snow School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 5

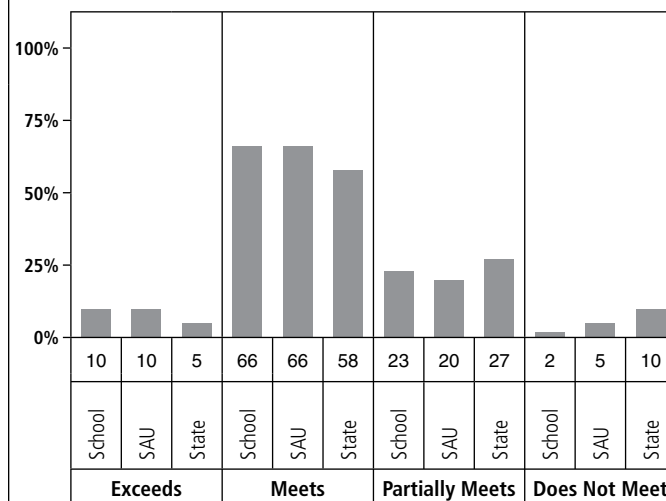
SAU: Bangor School Department

School: Mary Snow School

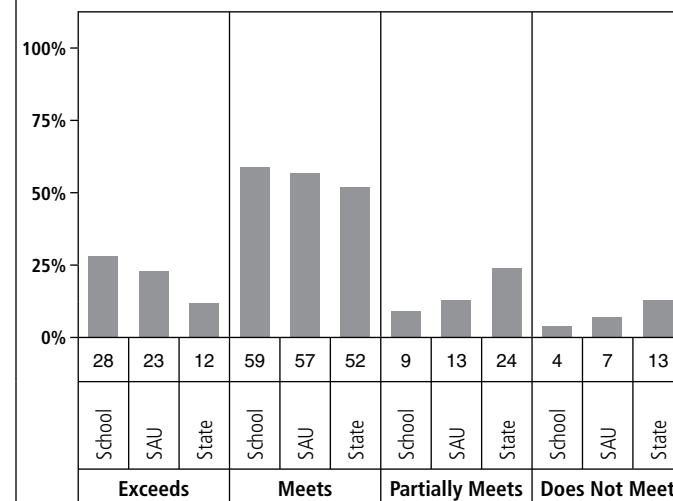
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	549	546	544
2006–2007	548	547	544
2007–2008	549	548	545
Cum. Avg.*	549	547	544
Mathematics			
2005–2006	551	549	543
2006–2007	553	552	546
2007–2008	555	552	546
Cum. Avg.*	553	551	545
ELA – Writing			
2005–2006			
2006–2007	543	544	541
2007–2008	540	540	538
Cum. Avg.*			

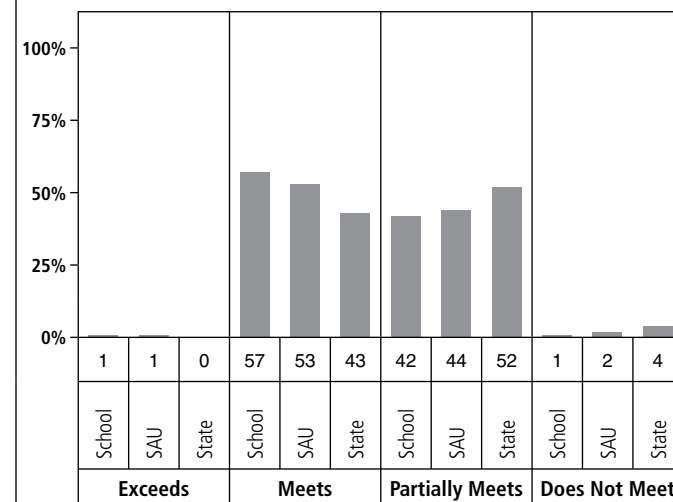
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 5
SAU: Bangor School Department
School: Mary Snow School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA–Reading						Mathematics												ELA–Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	125	100	265	100	14240	100	123	100	262	100	14157	100	123	100	262	100	14156	100							122	99	261	100	14107	99
Ethnicity African American/Black	2	2	4	2	404	3	2	100	4	100	396	98	2	100	4	100	398	99							2	100	4	100	388	96
American Indian or Native Alaskan	0	0	2	1	118	1	0	0	2	100	118	100	0	0	2	100	118	100							0	0	2	100	118	100
Asian or Pacific Islander	3	2	4	2	201	1	3	100	4	100	199	99	3	100	4	100	199	99							3	100	4	100	197	98
Hispanic	3	2	3	1	178	1	2	100	2	100	170	97	2	100	2	100	174	99							2	100	2	100	171	97
Caucasian/White	117	94	252	95	13339	94	116	100	250	100	13274	100	116	100	250	100	13267	100							115	99	249	100	13233	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
Identified disability	22	18	48	18	2555	18	20	100	45	100	2528	99	20	100	45	100	2526	99							20	100	45	100	2507	99
Current LEP	1	1	1	0	337	2	1	100	1	100	328	97	1	100	1	100	334	99							1	100	1	100	323	96
Economically disadvantaged	37	30	115	43	5574	39	35	100	113	100	5528	99	35	100	113	100	5531	99							35	100	113	100	5504	99
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100							0	0	0	0	5	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	92	74	182	69	11042	78	93	74	188	71	11006	77							90	72	184	69	11127	78
Identified disability (PET/IEP)	1	1	1	1	396	4	1	1	4	2	404	4							1	1	3	2	447	4
LEP	1	1	1	1	144	1	1	1	1	1	141	1							1	1	1	1	147	1
504 plan	5	5	6	3	134	1	5	5	7	4	133	1							5	6	7	4	136	1
Participation with accommodations	31	25	77	29	2974	21	30	24	71	27	3014	21							32	26	74	28	2845	20
Identified disability (PET/IEP)	19	61	41	53	1996	67	19	63	38	54	1986	66							19	59	39	53	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	8	26	10	13	76	3	8	27	9	13	77	3							8	25	9	12	74	3
Other	5	16	27	35	766	26	4	13	25	35	801	27							6	19	27	36	710	25
Participation through alternate assessment (PAAP)	0	0	3	1	136	1	0	0	3	1	136	1							0	0	3	1	135	1
Identified disability (PET/IEP)	0	0	3	100	136	100	0	0	3	100	136	100							0	0	3	100	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	2	2	3	1	19	0	2	2	3	1	23	0							2	2	3	1	27	0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0							1	1	1	0	106	1

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 5
SAU: Bangor School Department
School: Mary Snow School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	13	11	21	8	721	5
	2006-2007	15	12	30	10	702	5
	2007-2008	12	10	25	10	659	5
	Cum. Total*	40	11	76	9	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	75	65	138	55	7571	53
	2006-2007	76	58	165	57	7730	55
	2007-2008	81	66	170	66	8195	58
	Cum. Total*	232	63	473	59	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	22	19	76	30	4343	30
	2006-2007	30	23	81	28	4182	30
	2007-2008	28	23	51	20	3800	27
	Cum. Total*	80	22	208	26	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	5	4	16	6	1628	11
	2006-2007	9	7	16	5	1419	10
	2007-2008	2	2	13	5	1362	10
	Cum. Total*	16	4	45	6	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	32.2	67.1	31.6	65.8	29.2	60.8
Literary Text	24	50	16.2	67.5	15.9	66.3	15.0	62.5
Informational Text	24	50	15.9	66.3	15.7	65.4	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 5

SAU: Bangor School Department

School: Mary Snow School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	123	12	10	81	66	28	23	2	2	549	259	10	66	20	5	548	14016	5	58	27	10	545
Ethnicity																						
African American/Black	2										4						388	1	39	34	26	538
American Indian or Native Alaskan	0										2						116	0	44	45	11	541
Asian or Pacific Islander	3										4						197	5	64	23	8	546
Hispanic	2										2						167	2	47	37	14	542
Caucasian/White	116	11	9	76	66	27	23	2	2	549	247	10	65	20	5	548	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	20	0	0	6	30	13	65	1	5	539	42	0	26	50	24	537	2392	0	26	42	31	536
No	103	12	12	75	73	15	15	1	1	551	217	12	73	14	1	550	11624	6	65	24	5	547
Current LEP																						
Yes	1										1						319	1	36	34	29	537
No	122	11	9	81	66	28	23	2	2	549	258	9	66	20	5	548	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	35	3	9	19	54	12	34	1	3	545	110	5	55	28	11	544	5454	2	48	35	15	541
No	88	9	10	62	70	16	18	1	1	550	149	13	73	13	1	551	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	123	12	10	81	66	28	23	2	2	549	259	10	66	20	5	548	14011	5	58	27	10	545
Gender																						
Female	58	11	19	39	67	8	14	0	0	551	122	17	66	13	4	550	6766	7	62	24	8	546
Male	65	1	2	42	65	20	31	2	3	547	137	3	66	26	6	546	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	17	0	0	11	65	6	35	0	0	543	31	0	68	32	0	543	1751	1	35	44	21	538
No	106	12	11	70	66	22	21	2	2	550	228	11	65	18	6	549	12265	5	62	25	8	546
Gifted/talented program																						
Yes	0										0						464	27	71	2	1	557
No	123	12	10	81	66	28	23	2	2	549	259	10	66	20	5	548	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: Bangor School Department

School: Mary Snow School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	2	100	0	0	532	2	0	17	67	17	536	5	2	42	34	22	540
B. less than one hour	52	4	7	39	64	16	26	2	3	546	52	7	65	22	6	546	66	5	60	27	9	545
C. one to two hours	43	6	12	37	73	8	16	0	0	552	41	13	70	13	3	551	26	5	61	26	8	546
D. more than two hours	3	0	0	3	75	1	25	0	0	547	4	0	70	20	10	545	2	3	42	32	23	540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	33	5	13	30	77	4	10	0	0	553	35	14	72	13	1	552	31	7	63	23	7	547
B. They match some of what I have learned.	53	5	8	42	68	15	24	0	0	548	53	8	69	19	5	547	55	4	61	27	8	545
C. They match just a little of what I have learned.	10	0	0	7	58	5	42	0	0	544	9	0	50	41	9	542	11	2	42	37	19	540
D. There is no match.	4	0	0	0	0	3	60	2	40	531	4	11	0	44	44	533	3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	43	7	14	38	75	4	8	2	4	552	41	14	70	11	6	551	30	10	68	16	6	549
B. good	51	3	5	38	63	19	32	0	0	546	50	7	66	25	2	547	53	3	59	29	9	544
C. fair	6	0	0	3	43	4	57	0	0	540	9	0	59	32	9	542	15	1	41	40	18	539
D. poor	0										0	0	0	0	100	524	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	12	0	0	7	50	6	43	1	7	543	12	0	45	39	16	540	17	3	45	32	19	541
B. about the same as my regular schoolwork	64	7	9	53	70	16	21	0	0	548	68	8	70	19	3	548	67	5	62	26	7	546
C. easier than my regular schoolwork	24	3	11	19	68	5	18	1	4	552	20	18	66	10	6	552	16	6	59	26	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	9	0	0	4	36	6	55	1	9	539	10	0	46	38	15	539	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	47	6	11	36	64	14	25	0	0	548	53	10	64	21	5	547	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	43	4	8	39	76	7	14	1	2	551	37	11	75	12	2	551	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	18	4	19	14	67	3	14	0	0	552	22	16	65	15	4	551	18	8	64	20	8	547
B. 20 minutes to an hour	60	6	8	55	77	9	13	1	1	550	58	9	73	14	3	549	56	5	62	25	7	546
C. less than 20 minutes	10	0	0	6	50	6	50	0	0	541	10	0	58	29	13	542	12	2	50	32	15	542
D. I rarely read at home.	12	0	0	4	29	9	64	1	7	540	10	4	36	52	8	541	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	28	2	6	19	58	11	33	1	3	544	25	8	52	32	8	544	26	3	51	32	14	542
B. six to ten pages	19	2	9	13	57	7	30	1	4	547	21	10	63	19	8	548	28	3	59	28	9	544
C. eleven or more pages	53	6	10	47	76	9	15	0	0	551	53	10	76	12	2	550	47	7	63	23	7	546
Optional school/SAU question																						
A.	88	4	7	37	64	16	28	1	2	547	83	7	63	27	3	547						
B.	0										4	0	0	67	33	533						
C.	0										0											
D.	12	1	13	4	50	3	38	0	0	546	13	11	44	33	11	543						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: Bangor School Department
School: Mary Snow School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	22	19	35	14	1415	10
	2006-2007	26	20	63	22	1711	12
	2007-2008	34	28	60	23	1617	12
	Cum. Total*	82	22	158	20	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	68	58	151	59	6503	45
	2006-2007	77	59	158	54	6778	48
	2007-2008	73	59	148	57	7284	52
	Cum. Total*	218	59	457	57	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	22	19	54	21	3945	28
	2006-2007	20	15	57	20	3884	28
	2007-2008	11	9	34	13	3341	24
	Cum. Total*	53	14	145	18	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	6	5	14	6	2434	17
	2006-2007	7	5	14	5	1683	12
	2007-2008	5	4	17	7	1778	13
	Cum. Total*	18	5	45	6	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.9	72.7	10.3	68.7	9.0	60.0
Cluster 2: Shape and Size	14	29	9.7	69.3	9.2	65.7	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	3.0	60.0	2.8	56.0	2.2	44.0
Cluster 4: Patterns	14	29	9.8	70.0	9.3	66.4	8.4	60.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 5

SAU: Bangor School Department

School: Mary Snow School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	123	34	28	73	59	11	9	5	4	555	259	23	57	13	7	552	14020	12	52	24	13	546
Ethnicity																						
African American/Black	2										4						392	5	33	32	31	537
American Indian or Native Alaskan	0										2						116	5	42	31	22	540
Asian or Pacific Islander	3										4						198	16	59	15	11	549
Hispanic	2										2						173	5	45	30	20	541
Caucasian/White	116	31	27	70	60	10	9	5	4	554	247	23	57	13	6	552	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	20	0	0	8	40	7	35	5	25	538	42	0	36	31	33	536	2390	2	29	34	35	534
No	103	34	33	65	63	4	4	0	0	558	217	28	61	10	1	555	11630	13	57	22	8	548
Current LEP																						
Yes	1										1						330	4	36	27	33	536
No	122	33	27	73	60	11	9	5	4	554	258	23	57	13	7	552	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	35	6	17	20	57	6	17	3	9	549	110	12	51	24	14	545	5461	5	46	30	19	541
No	88	28	32	53	60	5	6	2	2	557	149	32	62	5	1	557	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	123	34	28	73	59	11	9	5	4	555	259	23	57	13	7	552	14015	12	52	24	13	546
Gender																						
Female	58	17	29	34	59	5	9	2	3	555	122	25	52	16	7	552	6767	11	51	24	13	546
Male	65	17	26	39	60	6	9	3	5	554	137	22	61	11	6	552	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	17	0	0	17	100	0	0	0	0	551	31	3	74	19	3	548	1755	1	37	39	23	538
No	106	34	32	56	53	11	10	5	5	555	228	26	55	12	7	553	12265	13	54	22	11	547
Gifted/talented program																						
Yes	0										0						464	58	40	2	0	564
No	123	34	28	73	59	11	9	5	4	555	259	23	57	13	7	552	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: Bangor School Department

School: Mary Snow School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	1	50	0	0	1	50	529	2	0	33	50	17	535	5	6	39	29	25	539
B. less than one hour	52	13	21	35	57	10	16	3	5	552	52	21	56	15	8	550	66	12	52	24	12	546
C. one to two hours	43	18	35	31	61	1	2	1	2	558	41	28	60	9	4	556	26	12	55	23	11	547
D. more than two hours	3	1	25	3	75	0	0	0	0	556	4	20	70	10	0	555	2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	49	20	34	36	62	0	0	2	3	559	48	27	63	8	3	556	38	16	56	19	8	549
B. They match some of what I have learned.	38	7	16	32	71	5	11	1	2	551	41	17	62	15	6	551	48	9	53	26	12	545
C. They match just a little of what I have learned.	11	5	38	1	8	6	46	1	8	549	10	28	16	36	20	543	10	6	37	32	24	539
D. There is no match.	2	0	0	1	50	0	0	1	50	537	1	0	33	0	67	529	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	43	19	37	26	51	4	8	2	4	557	40	34	48	14	5	555	31	24	54	14	8	552
B. good	44	12	23	33	63	5	10	2	4	554	46	18	68	10	4	552	47	8	55	25	12	545
C. fair	13	1	7	11	73	2	13	1	7	547	13	9	53	22	16	544	19	2	43	35	20	539
D. poor	0										1	0	67	0	33	532	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	7	0	0	2	25	4	50	2	25	537	9	9	32	32	27	539	18	5	42	30	22	540
B. about the same as my regular schoolwork	68	18	23	53	66	6	8	3	4	554	68	19	64	11	5	552	66	11	55	23	11	547
C. easier than my regular schoolwork	25	14	47	15	50	1	3	0	0	561	23	40	46	12	2	558	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	5	0	0	1	17	3	50	2	33	532	8	11	37	32	21	541	21	10	48	26	16	544
B. two or three days a week	12	2	14	8	57	3	21	1	7	545	19	19	56	17	8	549	36	13	54	23	10	547
C. two or three times each month	46	15	28	37	69	1	2	1	2	557	43	21	68	7	3	554	27	12	54	23	11	547
D. never or almost never	37	15	35	23	53	4	9	1	2	557	30	32	47	14	7	554	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	1	1	100	0	0	0	0	0	0	564	2	40	0	40	20	544	7	12	44	25	19	543
B. two or three days a week	2	0	0	2	100	0	0	0	0	551	5	8	77	8	8	546	30	13	53	23	11	547
C. two or three times each month	32	12	32	24	63	1	3	1	3	556	33	28	57	10	5	554	34	12	54	23	10	547
D. never or almost never	65	19	25	44	57	10	13	4	5	553	60	21	58	15	7	552	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	5	4	67	2	33	0	0	0	0	562	8	25	45	25	5	551	7	7	40	25	28	539
B. 30–45 minutes	19	4	17	17	74	2	9	0	0	553	17	16	53	16	14	547	31	7	49	29	15	543
C. 45–60 minutes	66	23	29	42	54	8	10	5	6	554	52	28	54	12	5	554	40	12	55	23	10	547
D. more than 60 minutes	9	1	9	9	82	1	9	0	0	554	23	16	72	9	3	552	23	18	54	19	9	549
Optional school/SAU question																						
A.	88	17	29	33	57	4	7	4	7	554	83	29	56	7	8	553						
B.	0										4	0	0	67	33	533						
C.	0										0											
D.	12	0	0	7	88	1	13	0	0	552	13	0	78	11	11	546						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

ELA-WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: Bangor School Department
School: Mary Snow School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	4 1	3 1	11 3	4 1	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	77 69	59 57	181 137	62 53	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	44 51	34 42	93 114	32 44	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	5 1	4 1	6 4	2 2	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	11.5	57.5	11.5	57.5	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	6.0	50.0	6.0	50.0	5.6	46.7
Standard English Conventions (Standard F)	8	40	5.5	68.8	5.4	67.5	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 5
SAU: Bangor School Department
School: Mary Snow School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	122	1	1	69	57	51	42	1	1	540	258	1	53	44	2	540	13972	0	43	52	4	538
Ethnicity																						
African American/Black	2										4						382	0	31	57	11	534
American Indian or Native Alaskan	0										2						116	0	28	66	6	534
Asian or Pacific Islander	3										4						196	2	55	42	2	541
Hispanic	2										2						170	0	29	62	9	535
Caucasian/White	115	1	1	65	57	48	42	1	1	540	246	1	54	43	2	540	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	20	0	0	3	15	16	80	1	5	532	42	0	26	67	7	533	2372	0	12	72	16	529
No	102	1	1	66	65	35	34	0	0	542	216	1	58	40	0	542	11600	0	50	48	1	539
Current LEP																						
Yes	1										1						319	0	30	58	12	533
No	121	1	1	68	56	51	42	1	1	540	257	1	53	44	2	540	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	35	0	0	14	40	20	57	1	3	537	110	0	40	56	4	537	5435	0	32	61	7	535
No	87	1	1	55	63	31	36	0	0	542	148	2	63	35	0	542	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	122	1	1	69	57	51	42	1	1	540	258	1	53	44	2	540	13967	0	43	52	4	538
Gender																						
Female	57	1	2	40	70	16	28	0	0	543	121	2	65	33	0	542	6750	1	55	43	2	540
Male	65	0	0	29	45	35	54	1	2	538	137	1	42	54	3	538	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	17	0	0	5	29	12	71	0	0	537	31	0	29	71	0	536	1745	0	26	69	5	534
No	105	1	1	64	61	39	37	1	1	541	227	1	56	41	2	541	12227	0	46	50	4	538
Gifted/talented program																						
Yes	0										0						464	2	74	23	0	545
No	122	1	1	69	57	51	42	1	1	540	258	1	53	44	2	540	13508	0	42	53	4	537

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Bangor School Department
 School: Mary Snow School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	2	100	0	0	527	2	0	17	67	17	530	5	0	29	57	14	533
B. less than one hour	52	0	0	34	56	26	43	1	2	539	52	0	49	49	2	538	66	0	44	52	3	538
C. one to two hours	43	1	2	31	61	19	37	0	0	542	41	3	62	36	0	543	26	0	45	52	3	538
D. more than two hours	3	0	0	1	25	3	75	0	0	535	4	0	50	50	0	540	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	36	1	2	28	68	12	29	0	0	543	35	2	62	34	1	542	25	1	54	42	3	540
B. good	47	0	0	31	57	23	43	0	0	541	46	1	53	44	2	540	50	0	46	51	3	538
C. fair	17	0	0	5	26	13	68	1	5	534	17	0	35	63	2	537	22	0	29	65	6	535
D. poor	1	0	0	1	100	0	0	0	0	542	2	0	75	25	0	541	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	13	1	7	8	53	5	33	1	7	540	13	3	58	35	3	540	14	0	33	56	10	535
B. about that same as my regular schoolwork	65	0	0	38	51	36	49	0	0	540	66	1	47	51	1	539	65	0	45	52	3	538
C. easier than my regular schoolwork	21	0	0	17	71	7	29	0	0	543	22	2	67	29	2	543	21	0	45	51	4	538
Optional school/SAU question																						
A.	88	0	0	35	60	23	40	0	0	540	83	0	61	39	0	540						
B.	0										4	0	0	100	0	527						
C.	0										0											
D.	12	0	0	4	50	4	50	0	0	539	13	0	44	56	0	538						